

Childminder report

Inspection date: 21 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are emotionally secure and happy in the childminder's home. They demonstrate that they enjoy her interactions. For example, children are excited to play mathematical games with the childminder. Children learn to follow the rules of the games and take turns cooperatively. Children are polite and have good manners, which the childminder reinforces. Children's independence is encouraged. For example, children prepare their own snack, skilfully peeling and chopping fruit which they share with each other. Children have space to play and explore, excitedly moving between the cabin and garden to choose different toys and games. The childminder encourages them to make choices about what they want to play with. Children go on a range of trips and outings to widen their experiences. For example, the children visit several local parks and other places of interest, including playgroups, where they meet with other children and their childminders. This helps to promote their confidence in new situations.

What does the early years setting do well and what does it need to do better?

- The experienced childminder speaks passionately about the children in her care. She gathers sufficient information from parents about their children's interests and abilities. She uses this information and her ongoing observations of children to plan exciting and interesting activities that enable them to progress well.
- The childminder gives high priority to teaching children how to stay healthy and to be independent. Older children learn to manage their self-care skills, such as washing hands after using the toilet and before lunch. Younger children persevere at feeding themselves with a spoon at mealtimes. This helps to promote children's good health and well-being.
- The childminder supports the children to take the lead in their play. This develops their confidence as they can make choices about what they want to do. For example, the childminder encourages the children to add scoops, tweezers and magnifying glasses to a foam activity and explore different ways of using them.
- Children practise physical skills in the garden and on their daily outings. They go to soft-play areas, forest school and on long muddy walks in the local woods. They go out into the community regularly. For example, they recently went to the café for breakfast, where they chose from the menu and paid the bill. These activities encourage children to understand their local environment.
- Children behave well as they know what is expected of them. The childminder has clear boundaries and rules. For example, children remind each other to walk on the decking and add how it gets slippery on a wet day. During free play, pre-school children show high levels of engagement. However, younger children flit from one activity to another. This is because some of the activities that the childminder provides do not allow younger children to practise the skills they

need to succeed. This does not support their concentration and ability to persevere with difficult tasks.

- The childminder has good relationships with parents and carers. She provides daily updates about what their children are doing and the progress that they have made. Parents are very positive about this. They state that there is 'continuous communication' and say that they have seen progress from their children's starting points. Parents appreciate the important role that the childminder plays in their children's lives and comment that the setting is like 'a second home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm and has a good knowledge of current safeguarding issues. She understands what to do if she is worried about children and takes prompt and appropriate action if she does have any concerns. She can explain what she would do in a range of safeguarding scenarios. The childminder's premises are safe, secure and clean.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend support for younger children to talk and express themselves so that their language and communication skills are fully enhanced throughout the day.

Setting details

Unique reference number	EY466023
Local authority	Kent
Inspection number	10236238
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered in 2013 and lives in Faversham, Kent. She offers care from Monday to Friday, from 7am to 6pm, throughout the year. The childminder holds a level 3 childcare qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jo Gunne

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector in writing.
- The childminder provided the inspector with a sample of key documents on request.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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